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Examiners' Report Summer 2008

GCSE

GCSE Geography A (1312)
Short Course (3320)

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Summer 2008

Publications Code UG020178

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Contents

1.	Unit 1312 Paper 1F	5
2.	Unit 1312 Paper 2F (3320/1F)	17
3.	Unit 1312 Paper 3H	29
4.	Unit 1312 Paper 4H (3320/2H)	43
5.	Unit 1312 Paper 05 (3320/03)	59
6.	Statistics 1312	63
7.	Statistics 3320	64

Unit 1312 Paper 1F

General Comments

The sixth examination of the specification with its three different papers proved to be a genuine test of candidates' geographical knowledge, understanding and skills application. The successful candidates had learned a comprehensive body of knowledge that they could use to support their understanding of key geographical concepts. They had also acquired the ability to apply their geographical skills in a range of situations through map and data interpretation.

This report is based upon comments from the many examiners and moderators who were responsible for judging the work of candidates. Hopefully its use to teachers will be the advice it contains which they can pass on to future candidates, so that they can maximise their examination performance.

Throughout this report the comments are illustrated with answers from this summer's examination. Centres are reminded that any answer that is a plausible (and correct) response to a question will be credited. The examples from candidates' scripts should not be regarded as models but merely represent specific ways in which credit can be accumulated. They might however be useful as a teaching aid especially where examples of good and poor case studies are highlighted.

Paper 1F was considered to be appropriate for the ability range of foundation candidates. Differentiation was achieved across the paper, as evidenced by the wide range of marks. There were plenty of opportunities for the C and D grade candidates to demonstrate their abilities, and the resources and structured tasks provided all candidates with the opportunity to achieve positively to some extent, as candidates were able to access information from the diagrams, maps and photographs provided.

There continues to be variation between centres in the quality of preparation which candidates have been given, and this particularly can be seen in answers to the mapwork and case study questions. Centres are reminded that case studies are marked by using levels criteria and to reach level two specific case study material has to be included. Where candidates are still writing vague, general answers they need to be taught how such answers can be improved.

Well prepared candidates were able to access most questions, and the quality of their written answers was generally good and legible. It appeared that all candidates had enough time to complete the paper, those sections that were left blank were done so due to the candidate being unable to answer the question, or not possessing the motivation to do so, as opposed to not having enough time.

As in recent years there was little evidence of candidates being wrongly entered for this tier.

Question Specific Comments

Question 1

a.

i An excellent starter allowed candidates to ease into the paper and focus them on the table for the following sections.

ii. The only problem encountered here was the perennial one of not reading the question which meant that some candidates did not give data and so only received one mark.

iii. A surprisingly wide range of options were chosen. Common errors being care homes instead of schools and schools instead of literacy.

b.

i Most correctly identified Ashbury although a fair number chose Kingston Winslow instead.

ii. Most correctly identified nucleated.

iii. Most correctly identified the road number.

iv. Some variation but generally well answered.

v. Scale is obviously a problem area with foundation candidates. The variety of answers was incredible with the range being from 0.003km to 20000 miles!

vi. The majority correctly identified north but a significant number gave south and all other major compass points had their representation.

c. The additional map provided was very useful to the candidates who generally scored better than the higher tier candidates who did not have the benefit of the extra map. Many candidates were able to make general comments on the dispersed nature of the settlements and several related their distribution to transport routes. It was disappointing to note how only a few of the candidates managed to match relief to distribution.

d. This proved to be popular in the relation to the amount written by the candidates. However two important points arose. Firstly the question was focussed on residential zones and many candidates just wrote everything they knew about their chosen urban area including the CBD and industrial zones. Secondly a small percentage of candidates wrote about an MEDC, often in detail, but sadly they were not able to access level two. There were some excellent answers particularly Bangalore and Colombo but also Cairo and Rio. Explanations of the characteristics of the different zones were not common which allowed good differentiation. Example 1 is a well written answer receiving full marks. Example 2 has lots of information about residential areas but could be almost anywhere as no specific areas relating to Rio, such as Rochinia or Barra have been named; it therefore scored three marks (top of level one).

Example 1

(d) Choose an urban area you have studied in an LEDC.

Chosen urban area Cairo

Describe and explain the characteristics of its residential zones.

Cairo is a megacity with a population measured at 12 million in 1995. due to this housing density throughout most of the city is 30,000 km². As the population grows there is increasing worries over housing. The "10th City of Ramadan" was built just outside the city its self however people who live there find it hard to commute to work as it is far and too expensive. Also millions are living in the tombs this is called the "city of the dead". Lastly "roof dwellers" live on the roofs of high rise flats as there is no where else for them to live. However this is dangerous as some collapse due to their height

(5)

Example 2

(d) Choose an urban area you have studied in an LEDC.

Chosen urban area Rio de Janeiro

Describe and explain the characteristics of its residential zones.

Rio is a vast city and has modern flats and apartments in the CBD, as we move out of the CBD expensive houses for families begin to appear and then further out from the CBD past the suburban houses are goverment project housing which give people the resources needed to build a small basic home. As we get go further out Favellas start to appear which are self built homes with no drainage or waste management and living conditions are very poor.

Question 2

a.

i There was some confusion over the terminology and it was obvious that many guesses had been made. Intensive and extensive are terms not well known to foundation candidates.

ii. The mark scheme allowed for a wide variety of responses. Apart from the physical reasons for pastoral farming, other common answers related to sheep farming being more profitable and easier to do than arable farming. The generosity of the mark scheme allowed these.

b.

i. Very well answered.

ii. Again well answered with good understanding of tax.

c.

i. Extremely well answered and provided three marks for many of the candidates. They used the map and the photograph very affectively.

ii. Two marks gained by the majority.

d. A very popular question which scored highly particularly if Mr Redfern's farm (Home farm) was used. They explained the reasons for the changes (lack of profit, EU intervention) and described in detail a whole range of diversification schemes appropriate to the farm. Other farms also scored well but there were a significant number of candidates who just listed diversification schemes that could be on any farm. Example three is awarded full marks. Example four gives a range of diversification schemes but is not specific and therefore remains in level one.

Example 3

(d) Choose a farm or farming system you have studied in the EU.

Chosen farm or farming system ..Mr Redfern's farm in Hampton.

Describe and explain the changes that have occurred.

Mr Redfern has had to diversify his farm as he was not making enough money from what he had before. He has a caravan site which can hold up to 20 caravans and he charges £250 per caravan per year.
He has also turned his old cow sheds and outbuildings into accomadations for bed-and-breakfast visitors. This is good as his farm is near the Birmingham airport. He charges £30 for a single room and £45 for a double room. He also charges £3 a day for people to leave their car with him.
Another thing is that he has ~~rente~~ given land to be rented for pony grazing and if they want to rent a shed, the prices go up to £100 per month.

(5)

Example 4

(d) Choose a farm or farming system you have studied in the EU.

Chosen farm or farming system Gore farm.

Describe and explain the changes that have occurred.

In this farm. alot of changes have accured. firstly the farm has got alot bigger this is because the farmer ~~wanted~~ took down the hedgerows. The farm has now got lots of machinery, this is due to an increase in modern technology. The farm used to just be arable because it was small and didn't have room to keep one of animals. now it the farm has got bigger it has the room to store the animals. So it's also a Commercial farm because the farmer sells the sheep and makes profit. from this profit the farmer built a bed and breakfast ~~for tourists to stay~~ run with a farm shop. This The bed and breakfast attracts people to stay in and also the farm shop sells fruit and veg which (5) makes more profit

Question 3

a.

i. Most candidates named the fronts correctly although naturally some got them the wrong way round. A few of the lower ability candidates named them D and B.

ii. Answered correctly by the majority.

iii. Cold and wet or variations of these meant that this was a well answered question.

iv. This question differentiated well. Those candidates who understood depressions scored well. Those who guessed did not score highly as there were several wrong combinations.

b.

i. Most managed this.

ii. Questions on range have been asked before, usually with poor results. There were many more correct answers this year.

iii. The vast majority gave the correct answer although there were some candidates who gave the answer 19 which was the temperature for July not the rainfall.

iv. Well answered.

c. A well received question which scored highly.

d. This question differentiated very well as only a minority of the candidates were able to explain the effects or causes of a specific rainforest exploitation. Many candidates wrote at length about general causes of exploitation such as mining and tree cutting without naming the mining companies or the areas suffering from exploitation other than stating 'The Amazon'. The effects were also often general e.g. loss of habitats and soil erosion, rather than naming specific plants etc. Effects were often related to tribes, but again the tribes were not specified. The most effective answers usually related to palm oil in Papua New Guinea, Oil in Ecuador or the Carajas mining. Example 5 gives explanations of causes and effects to a specific exploitation. Example 6 is a general answer which has numerous causes and effects but not related to a specific example and scores only three marks.

Example 5

(d) Choose a Tropical Rainforest area you have studied which has been exploited.

Chosen Tropical Rainforest area Papa new guinea

Describe and explain the causes and effects of exploitation in your chosen Tropical Rainforest area.

exploitation of the tropical rainforest of papa new guinea is that wood companies are getting poomission from the goverment by abusing them by ~~saying~~ saying if don't agree to our demmands we will go else where? This for forces the goverment to agree because of lov jobs and income. The wooding companies take advantage of the rainforest by kicking local tribes out as most of them can't read or write. The effect the wooding companies have on the rainforest is they destroy the land as a result of this there is no nutrients in the soil for anything to grow back so the land is useless and causes mudflows as the mud and nutrients are washed away.

Example 6

(d) Choose a Tropical Rainforest area you have studied which has been exploited.

Chosen Tropical Rainforest area ...Amazon Rainforest...

Describe and explain the causes and effects of exploitation in your chosen Tropical Rainforest area.

The amazon rainforest is being exploited because of its oil, [redacted] logging and land. Cattle ranchers use [redacted] hundreds of acres of the land, removing thousands of trees and at the same time interfering with local tribes. The loggers also cut down thousands of trees. The affects of these are the loss of [redacted] hundreds of different species natural habitat, the loss of the [redacted] tribesmens homes and land and the loss of parts of the worlds largest rainforest which produces more oxygen for us to breathe than any other.

Question 4

a.

i. A significant number of candidates did not mark an arrow on to the diagram either because in their haste to finish they had not noticed it or because they did not know the answer. Those that did mark the arrow about 50% went for the wrong direction.

ii. Candidates either correctly identified the moraine or got them in the reverse order dependent on their arrow in part i.

iii. All variations were seen. There is an apparent poor understanding of glacial processes.

b. The mark scheme allowed for several alternatives. Slumping was understood by many candidates and the majority realised that there would be a build up of sand with many accurately making in relation to longshore drift. Permeable and impermeable were often confused. Some candidates incorrectly wrote hard and soft in the key.

c.

i. The vast majority got this correct although Luton and Rib were seen.

ii. Differentiated well. Width and gradient were generally well answered; discharge was not so well known.

iii. A high proportion got this the wrong way round expecting there to be more friction at Y.

d.

i. Some confusion with undercutting and overhang otherwise a high scoring question.

ii. This also scored highly although there as some confusion with attrition and corrasion.

Unit 1312 Paper 2F
Unit 3320 Paper 1F

General comments

- On the whole the candidates response to the paper was very positive. There were very few blank pages seen and the majority of the candidates were able to achieve their potential.
- As with the higher tier paper some of questions did appear more challenging than others. However, there appeared to be one challenging item on each of the questions therefore the overall degree of difficulty was maintained.
- The use of choropleth shading was well received which was very pleasing as it is not a technique which has been used before.
- There was still a tendency to confuse LEDC and MEDC examples on the case study questions.

Question 1

1ai1 The majority of the candidates were able to give the required evidence.

1ai2 Extremely well answered.

1aii This question proved to be an excellent discriminator with the more able achieving full marks.

1aiii Extremely well answered.

1aiv Extremely well answered.

1av Well received by most candidates. Some, however, did not refer to an actual group of people in their answer.

1bi Generally accurately answered.

1bii Extremely well received.

1biii Extremely well received.

1biv Sometimes crops not referred to on the figure were given in the answer.

1bv Candidates on some occasions gave countries for the wrong river.

1biv Candidates found this question challenging. The term resource exploitation seemed to confuse them and many did not appear to be able to write about a particular place or the damage that is caused by resource exploitation.

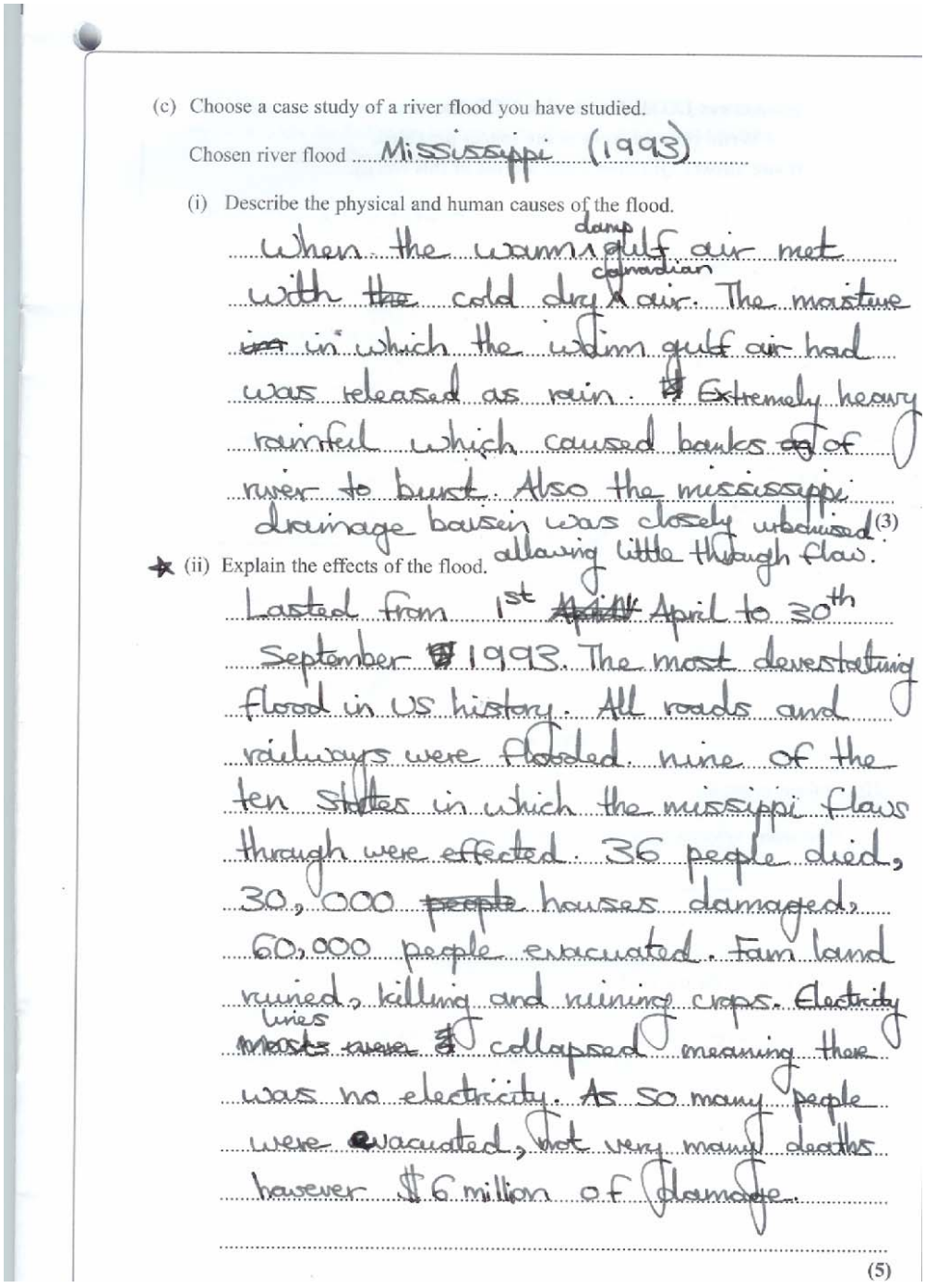
Example 1 shows how a candidate has used their case study information on Papua New Guinea to achieve the full marks on this question.

1.b.vi. Papua New Guinea.

In Aitape, trees were cut down (logging) in order to make room for the growth of oil palm. However, in order to grow oil palm, nutrients are required. These necessary nutrients were lost during the felling and therefore prevented any oil palm being grown therefore after the felling the land has been exploited ~~was~~ and was no futher use to future generations.
In Sassino lagoon, civilians living on the coast were moved to live further in land in order to make room for the growth of oil palm (organised by the oil palm project.) The result was the beautiful coral reefs being ruined/ destroyed.

1c This question was very well received with candidates clearly understanding what was required. Many good responses were seen on the Mississippi and more local examples.

Example 2 illustrates a level 3 answer which contains specific case study information and explained points. Example 3 has no specifics in part i and therefore achieves 2 marks. Specifics are present in part ii but there is no explanation therefore the response scored 4 marks.



(c) Choose a case study of a river flood you have studied.

Chosen river flood ..... Mississippi (1993) .....

(i) Describe the physical and human causes of the flood.

When the warm damp gulf air met with the cold dry Canadian air. The moisture in which the warm gulf air had was released as rain. Extremely heavy rainfall which caused banks of river to burst. Also the mississippi drainage bausin was closely urbanised allowing little through flow. (3)

★ (ii) Explain the effects of the flood.

Lasted from 1st April to 30th September 1993. The most devestating flood in US history. All roads and railways were flooded. nine of the ten States in which the mississippi flows through were effected. 36 people died, 30,000 houses damaged, 60,000 people evacuated. Farm land ruined, killing and ruining crops. Electricity lines masts were collapsed meaning there was no electricity. As so many people were evacuated, not very many deaths however $6 million of damage.

(5)

Example 3

(c) Choose a case study of a river flood you have studied.

Chosen river flood ~~[illegible]~~ Mississippi

(i) Describe the physical and human causes of the flood.

The ~~[illegible]~~ heavy rainfall ~~[illegible]~~ and the melting of snow were two ~~[illegible]~~ major physical causes of the flood & ~~[illegible]~~ human factors are when people don't put sand bags out there house making them more probe to flooding.

(3)

(ii) Explain the effects of the flood.

32 people died from the Mississippi flood also 60,000 people homes got wrecked and smashed to peaces, 4m hectors of farm land was wrecked and unworkable on, lots of farmers lifestock got drowned and killed from the flood, 20,000 cars got wrecked and floated away with the tide.

(5)

(Total 30 marks)

Question 2

2ai A surprising number of candidates got this wrong by not reading the question properly and giving 13 as the answer which is the total number of volcanoes shown on the figure.

2aii Very well received.

2aiii Well answered by the candidates who had revised their work.

2aiv Very well received.

2av Very well received.

2bi Very well received by the majority of candidates.

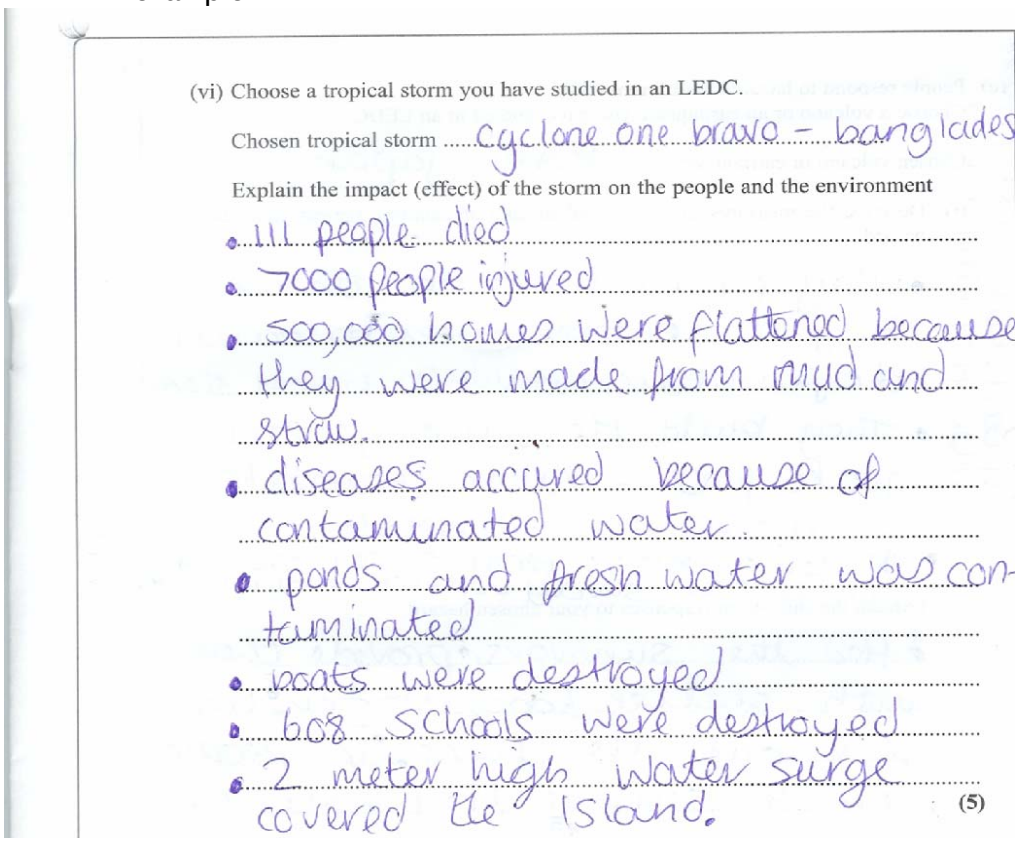
2bii Well answered by the majority of the candidates.

2biii Very well received.

2biv This question was not well received with many candidates unable to use the key on the map to work out the wind speeds.

2bv This question was well answered by the candidates many of whom were able to score 2 marks.

2bvi This question was very well received by the candidates many were able to recall facts about a specific case study and few incorrect case studies were seen. Many excellent answers were seen on Bangladesh one of which is shown in example 4.



(vi) Choose a tropical storm you have studied in an LEDC.

Chosen tropical storm ..... Cyclone one bravo – banglades

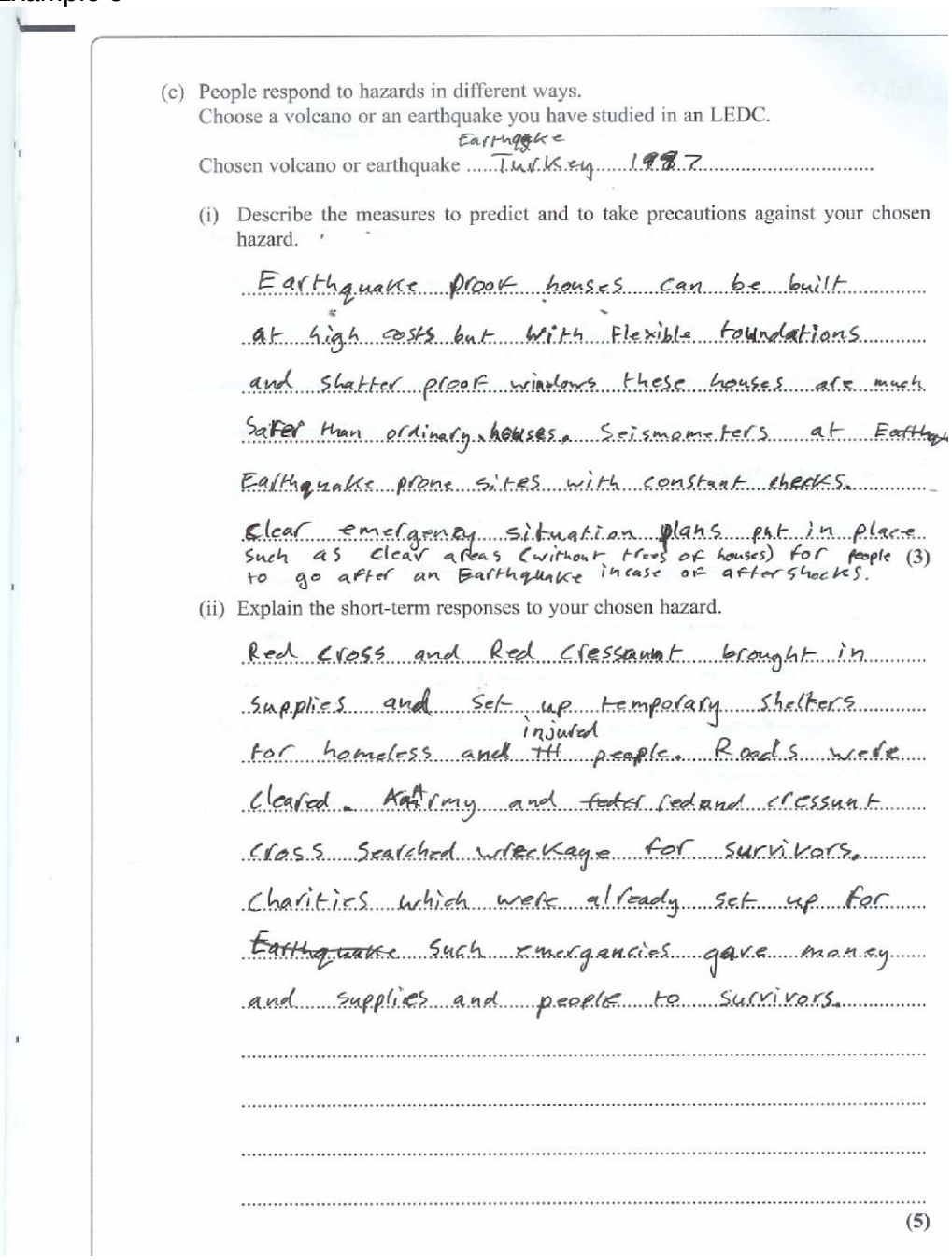
Explain the impact (effect) of the storm on the people and the environment

- 111 people died
- 7000 people injured
- 500,000 homes were flattened because they were made from mud and straw.
- diseases occured because of contaminated water
- ponds and fresh water was contaminated
- boats were destroyed
- 608 schools were destroyed
- 2 meter high water surge covered the island.

(5)

2c The first part of the question was found rather challenging by a number of the candidates. The second part was answered well although some candidates did tend to discuss effects rather than responses to their hazard. Example 5 is a candidate who scored well on the first part as they had knowledge about the technical details of earthquake precautions however their lack of specific information on the Turkey earthquake limited them to level 1 in part ii.

Example 5



(c) People respond to hazards in different ways.
Choose a volcano or an earthquake you have studied in an LEDC.

Chosen volcano or earthquake ..... Earthquake Turkey 1999 .....

(i) Describe the measures to predict and to take precautions against your chosen hazard.

Earthquake proof houses can be built at high costs but with flexible foundations and shatter proof windows these houses are much safer than ordinary houses. Seismometers at Earthq Earthquake prone sites with constant checks. clear emergency situation plans put in place such as clear areas (without trees or houses) for people to go after an Earthquake incase of aftershocks. (3)

(ii) Explain the short-term responses to your chosen hazard.

Red cross and Red Cressant brought in supplies and set up temporary shelters for homeless and ~~ill~~ injured people. Roads were cleared. Army and ~~foster~~ red and cressunt cross searched wreckage for survivors. Charities which were already set up for Earthquake such emergancies gave money and supplies and people to survivors.

(5)

Question 3

3ai Very well received.

3aii Very well answered.

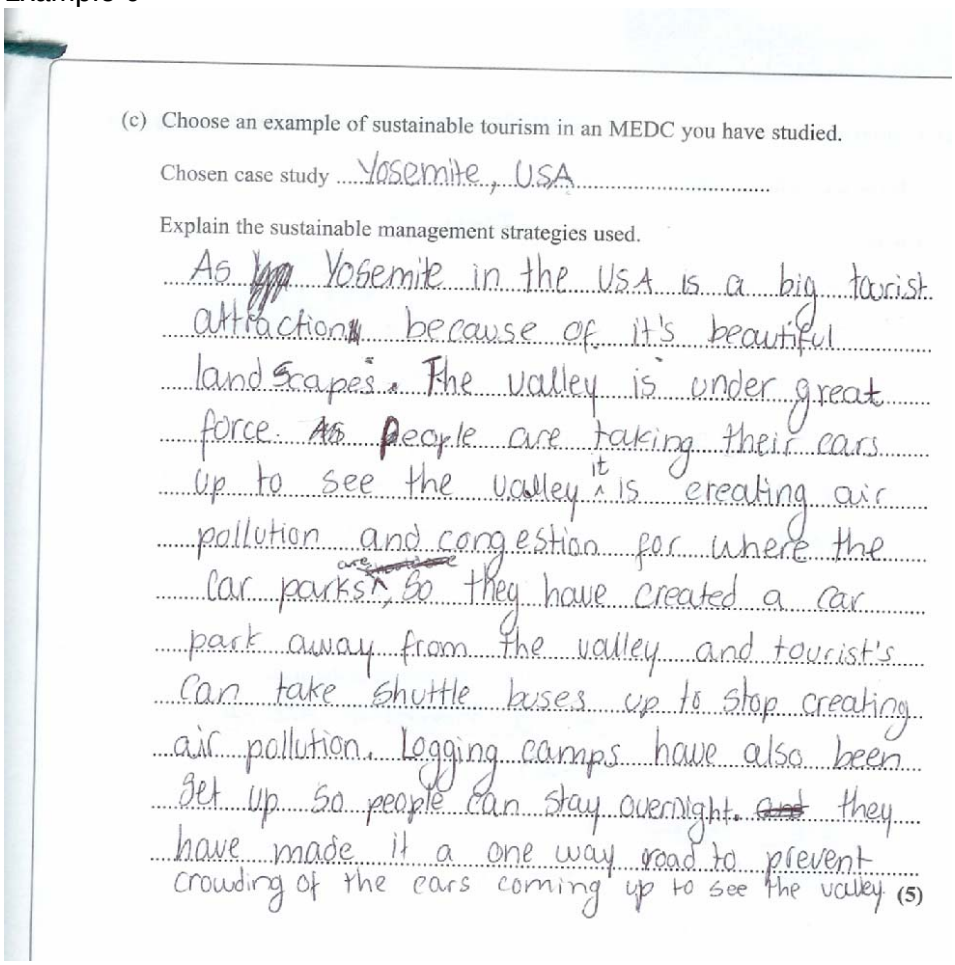
3iii This style of question had not been used before, however it was very well answered by the candidates.

3bi Well answered candidates were able to recognise the active and passive activities.

3bii Some of the candidates were unable to recognise the terminology, although the majority of candidates did get the answer correct.

3c The candidates found this question rather challenging. They appeared uncertain as to the meaning of sustainable tourism and therefore gave answers which in many cases referred to attractions rather than management strategies. There was also a tendency to write about the Maldives which, of course, restricted answers to level 1. Example 6 is a good answer on Yosemite with a number of strategies discussed, however there are no specifics. Example 7 discusses The Lake District and has the necessary specific case study information included to reach level 3.

Example 6



(c) Choose an example of sustainable tourism in an MEDC you have studied.

Chosen case study ...Yosemite, USA...

Explain the sustainable management strategies used.

As Yosemite in the USA is a big tourist attraction because of it's beautiful landscapes. The valley is under great force. As people are taking their cars up to see the valley it is creating air pollution and congestion for where the car parks are, so they have created a car park away from the valley and tourist's can take shuttle buses up to stop creating air pollution. Logging camps have also been set up so people can stay overnight. ~~And~~ they have made it a one way road to prevent crowding of the cars coming up to see the valley (5)

Example 7

(c) Choose an example of sustainable tourism in an MEDC you have studied.

Chosen case study Lake District N.W. England

Explain the sustainable management strategies used.

There has been ~~ideas~~ ideas of 10(km/h) speed restrictions on lake windemere. The manggement have been trying to bring in restrictions. They have been put forward to the national park institute and this has then been ~~discussed~~ deccussed. There have been seperate bike tracks and walking tracks to stop conflicts. There have been schems such as "Car free Cave free" to stop pollution and conjestion in main honeypots like Windemere. "fix the fells" this is to fix some of the eroding paths and stone walls. This will please locals as well as tourists.

(5)

3d Candidates were able to describe the physical attractions and many included specific case study information. Candidates were also able to discuss the negative impacts of tourism. Example 8 shows a candidate who achieved full marks on this question. The reference to the Indian ocean and the explanation about sewage are enough for top level 2 in the second part of the question.

Example 8

(d) Coastal and mountain areas in LEDCs have been affected by tourism developments.

Choose a coastal or mountain area in an LEDC

Chosen coastal or mountain area ..... Zanzabar .....

(i) Describe the physical attractions of the area.

28 - 38°c in July, cool cool sea Breezes. from North and east, white Sandy ~~Breezes~~ beaches at Mulmne and Uroa. There is 27°c temperture and west breezes.

(3)

(ii) Explain the negative environmental effects of tourism in the area.

~~The tourism~~ The tourism has caused disruption to the breeding grounds of ~~the~~ Turtals. The coral reef around the Island is being affected by tourist pressure. Raw Sewage is put directly into the indian ocean as zanzibar has no Sewage works. In Stone town, tourish are walking around in the trickles of Sewage in the beach.

(5)

Question 4

4ai Very well received.

4aii Very well answered.

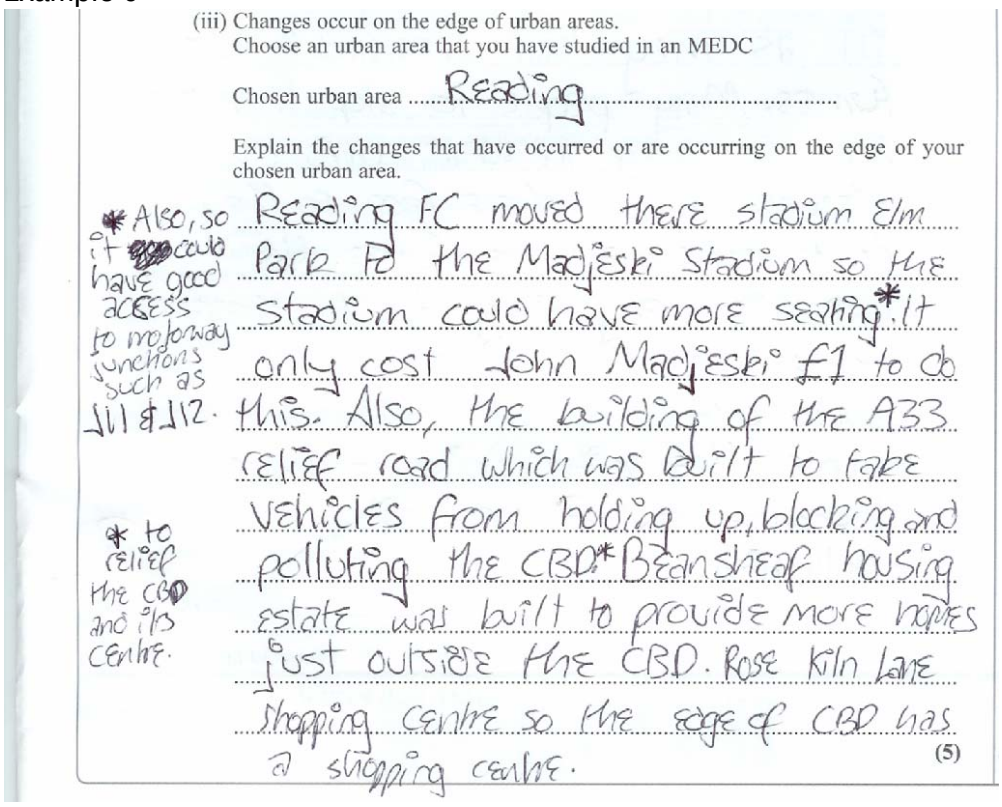
4iii This style of question had not been used before, however it was very well answered by the candidates.

4bi A number of the candidates got this question wrong. They did not know the definition of renewal or redevelopment.

4bii Very well received.

4biii Candidates did not find this question easy. Those who wrote about general city changes were able to score marks in level 1. However the mean for this question was higher than the mean for the 5 mark question on q3; both of these questions did pose a challenge for the candidates. Example 9 shows an excellent response on Reading.

Example 9



(iii) Changes occur on the edge of urban areas.
Choose an urban area that you have studied in an MEDC

Chosen urban area ..... Reading .....

Explain the changes that have occurred or are occurring on the edge of your chosen urban area.

Reading FC moved there stadium Elm Park to the Madjeski Stadium so the stadium could have more seating* it only cost John Madjeski £1 to do this. Also, the building of the A33 relief road which was built to take vehicles from holding up, blocking and polluting the CBD* Beansheaf housing estate was built to provide more houses just outside the CBD. Rose Kiln Lane shopping centre so the edge of CBD has a shopping centre.

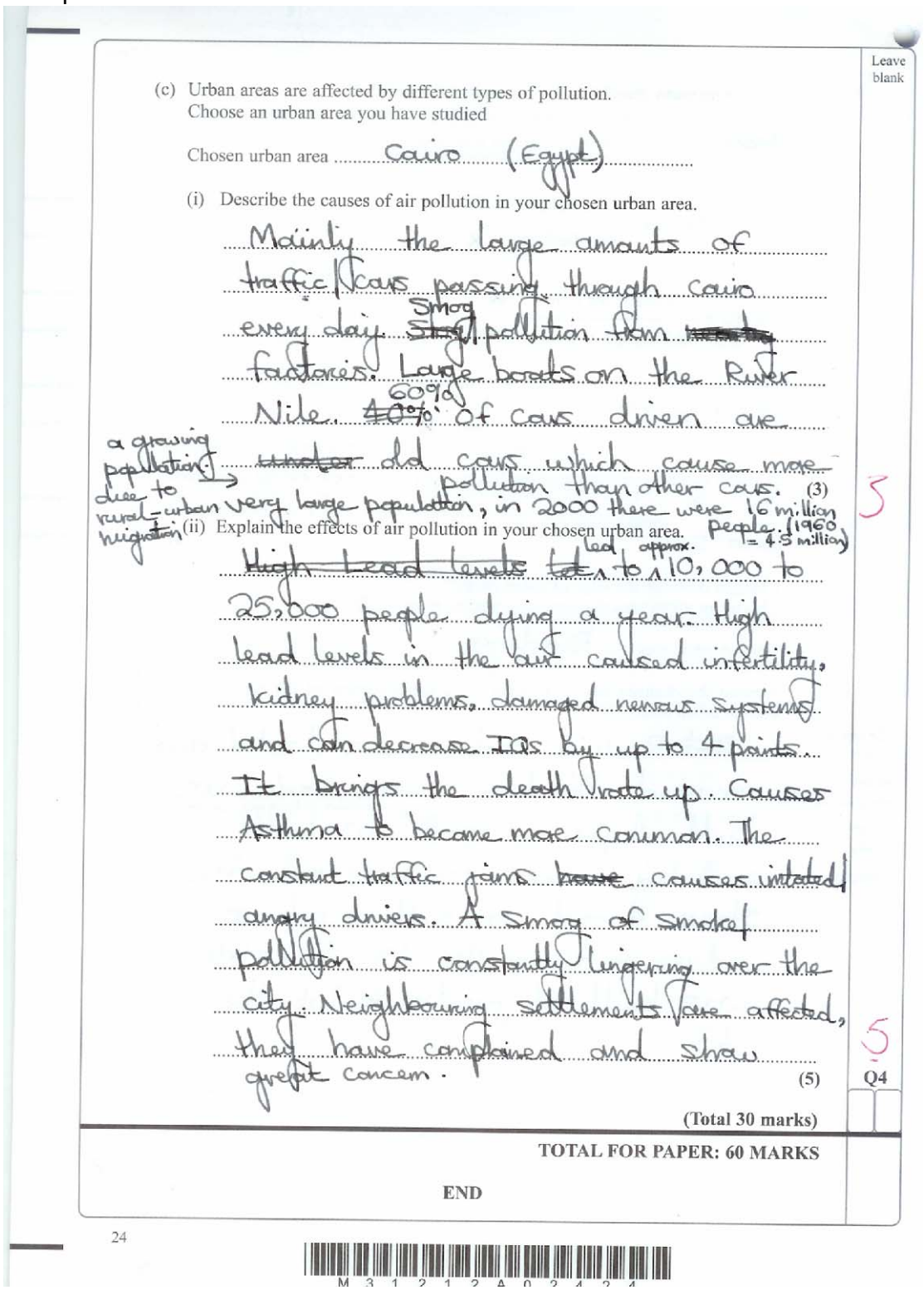
(5)

* Also, so it could have good access to motorway junctions such as J11 & J12.

* to relief the CBD and it's centre.

4c This question was well received by the candidates although some did stray into noise and land pollution. Some excellent answers were seen on Cairo as is shown in example 10.

Example 10



(c) Urban areas are affected by different types of pollution.
Choose an urban area you have studied

Chosen urban area ..... Cairo (Egypt) .....

(i) Describe the causes of air pollution in your chosen urban area.

Mainly the large amounts of traffic. Cars passing through Cairo every day. Smog pollution from factories. Large boats on the River Nile. 60% of cars driven are old cars which cause more pollution than other cars. (3)

a growing population due to rural-urban migration

very large population, in 2000 there were 16 million people. (1960 = 4.5 million)

(ii) Explain the effects of air pollution in your chosen urban area.

High lead levels (approx.) to 10,000 to 25,000 people dying a year. High lead levels in the air caused infertility, kidney problems, damaged nervous systems and can decrease IQs by up to 4 points. It brings the death rate up. Causes Asthma to become more common. The constant traffic jams causes irritated angry drivers. A smog of smoke pollution is constantly lingering over the city. Neighbouring settlements have affected, they have complained and show great concern. (5)

5

5

Q4

(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

END

24

Unit 1312 Paper 3H

General Comments

The paper allowed widespread differentiation. There were many excellent answers in which candidates demonstrated a thorough grasp of geographical principles and a detailed knowledge of place specific case studies to support their argument.

A strong characteristic of weaker candidates is vagueness in many of their answers, especially where case study knowledge is required. If candidates are to reach level 2 in case study questions there is a requirement that their answer is specific in addition an explanation is required to reach the top of the level. Level three will require a comprehensive coverage of a case study. A good way to test this requirement is for candidates to read their answer and 'cover up' the name of the case study. A suitable answer will be recognisable about a particular place or event through the detailed references being made.

A considerable amount of overwriting was noted this year. A considerable number of candidates still write far too much. This is to be discouraged. Too many candidates repeat the question in their answer often using up the allocated space before they have actually started to answer the question. Many candidates do not read the question and answer the question they wanted. This year for question 1d for example several students wrote as much as a side on CBDs; this was not necessary.

Well prepared candidates were able to access most questions, and the quality of their written answers was generally good and legible. It appeared that all candidates had enough time to complete the paper. As in recent years there was little evidence of candidates being wrongly entered for this tier.

Question Specific Comments

Question 1

a.

i. An excellent starter allowed candidates to ease into the paper and focus them on the table for the following sections.

ii. Giving 2 reasons why Gambia was an LEDC saw most candidates offer answers as per mark scheme and even provide data for both points made; some provided far more than needed. A fair number neglected to include any data so despite 2 valid reasons, only received 1 mark.

iii. Very few candidates gave answers as simple as provided in the mark scheme. Answers identifying the high number of under 15's and this leading to the problem of overcrowded schools and pressure on hospitals were not as common as hoped. Many didn't seem to know what the question was really asking them, with many talking about all age groups rather than the youthful population requested by the mark scheme. Where candidates did identify the significant proportion of young people in the population, some gave answers which were too vague simply referring to not enough facilities. Many responses included impact on parents not being able to go out to work as they would be at home looking after children.

b.

i. Most correctly identified Ashbury although a fair number chose Kingston Winslow instead.

ii. Well answered.

iii. Well answered.

iv. This gave an unexpected range of answers. A large number gave the correct answer but a significant minority gave a variety of seemingly random numbers showing no understanding of scale.

v. Well answered, although saying that the camera was 'pointing down' should not be happening at Higher Tier.

c. The answers to this question proved to be very disappointing. A large number of candidates misunderstood the question about distribution of settlements on the OS map. Many discussed the settlement pattern of individual places rather than the whole area. If they did relate the question to the area very few got past the dispersed pattern and close to roads. I fear that some centres are not teaching the amount of mapwork that is required by this specification. Some candidates had great difficulty in scale and key recognition. It was disconcerting to read answers about motorways and cities.

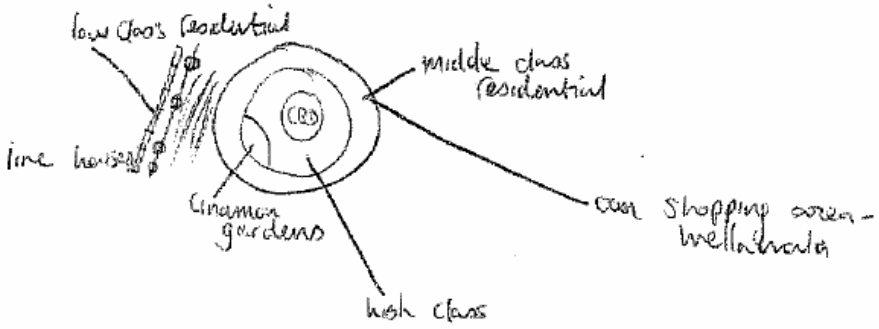
d. A lot of candidates chose to use the Bangalore or Colombo case studies. Reproductions of the text found in the textbook were common. Therefore use of specifics was very good. Candidates using Rio and Cairo also faired well. Where other case studies were used there was often great explanation but no specifics so they failed to access the higher levels. A requirement for level 3 was drawing a sketch map. This, in the majority of cases was surprisingly well done. Maybe, as it has not been asked for a few years, centres were expecting it and prepared their candidates accordingly. Example 1 shows a five mark answer. It shows that full marks can be achieved without writing massive amounts. Example 2 wastes most the space writing about the CBD and then squashes in a few general points about the housing. At no point are any specific residential areas mentioned. This answer remains in level one.

Example 1

(d) Choose an urban area you have studied in an LEDC.

Chosen urban area Glombo Sri lanka

Describe and explain the characteristics of its residential zones.
Use a sketch map in your answer.



Glombo is the capital of Sri lanka, it is located on an island in the Indian ocean, located South east of India The high class residential zones where the mansions of the rich and powerful, the leving area is known as cinnamon gardens. It has the main shopping and entertainment facilities and it is the source of main transport routes making it the most desirable place to live.
The middle class residential zones are made up of grid-locked housing, it is unfavorable for workers as there is lots of traffic. Places like wellawata have their own shopping areas
The low class residential zones consist of shanty houses they are built illegaly on unwanted land, they are called line houses because they are usually built in lines along canals roads or railways. Waterside locations are favorable for drinking and washing.

Example 2

(d) Choose an urban area you have studied in an LEDC.

Chosen urban area ...Bogota.....

Describe and explain the characteristics of its residential zones.
Use a sketch map in your answer.

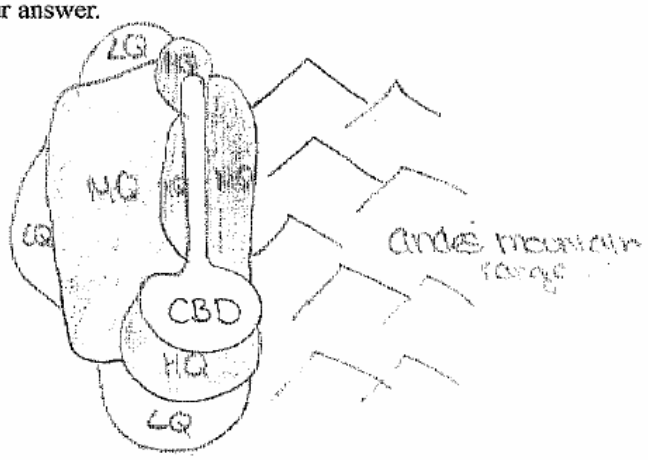
KEY

CBD - central business district

HQ - high quality housing

MQ - medium quality housing

LQ - low quality housing



The CBD is usually found in the centre of the city..... however due to the Andes mountain range restricting growth to the east it is found on the eastern side of the city. It is attached to a long road usually a commercial road containing shops and TNC and offices. The CBD also consists of high rise buildings because land is expensive. High Quality..... housing is found near the CBD so that they have good acess to the CBD and its shops + restaurants (eg McDonalds) This is where the elite + rich live (also rich immegrants.) Medium Quality housing is found surrounding the High Quality, further away from the CBD. The quality of housing vaies from brick houses to upgraded slum houses. In some places fresh water + electricity is still not available. No..... sewage system. Low quality housing consists of mole shift..... houses in slums. They have no water, electricity or sewage system. They are found on the outskirts of the city. They are not found in a circle around the city due to law restrictions on where squatting is tollerated. Usually on bad, steep land prone to flooding. (5)

(Total 20 marks)

Question 2

a.

i. Vast majority correctly defined arable farming although a significant number failed to include the word 'crop' in their definition.

ii. Candidates responded well to the question about sheep farming being commercial and extensive. A significant number appeared not to fully understand the true definition of extensive farming with regards to level of input and output; many provided full answers nevertheless.

iii. Very varied responses to this question. Most were written in terms of either the physical factors that influence pastoral vs. arable farming or the economic factors and perceived relative ease of this farming type.

b.

i/ii Good answers from most about characteristics of informal sector. A few were unaware of the term. Many followed with 'opposites' for the next question about why governments preferred formal. Some unfortunately did not read the question properly and gave answers showing how it was better for the person rather than the government.

c.

i/ii. Very good answers for industrial location using information from map and photo. It generally showed that candidates had a good grasp of the location of industry and most gave very good or satisfactory answers for the second part of the question.

d. A very popular question which scored highly particularly if Mr Redfern's farm (Home farm) was used. Candidates explained the reasons for the changes (lack of profit, EU intervention) and described in detail a whole range of diversification schemes appropriate to the farm and often explained why individual diversification schemes had been started. Other farms also scored well but there were a significant number of candidates who just listed diversification schemes that could be on any farm. Example three is awarded full marks. Example four gives a range of diversification schemes but is not specific and therefore remains in level one.

Example 3

(d) Choose a farm or farming system you have studied in the EU.

Chosen farm or farming system Gilebe farm

Describe and explain the changes that have occurred.

Gilebe farms used to only produce sugar beet, cereals, potatoes and sprouts. The EU and CAP have given them grants to diversify. This includes growing linseed instead of wheat as they get 1 grant for each because there was to much wheat being produced. They also now grow strawberries and raspberries beside roads to promote diversification as well as this, the farmer, Bill Atkins is preserving and protecting native local trees such as the oak as the many varieties are declining in number. To bring in more money, The farmer set up a caravan site on his farm with 5 caravans. This can promote the public knowledge (farm tours) and renting of the caravan earns the farm more money. They've set aside land to let wildlife grow and be protected such as the trees and many animals and butterflys. Going organic is also a good change.

(5)

Example 4

(d) Choose a farm or farming system you have studied in the EU.

Chosen farm or farming system ..Myrther farm.....

Describe and explain the changes that have occurred.

The farm first started out with 60 hectars. It then joined with the farm next door, making it 170 hectares.

The farm owners have diversified their farm by, making the farm open to school trips, letting people camp in the fields they aren't using, by running a sheep shearing business & also running a bed & breakfast.

The farm owners have also signed an agrement with the local government that they will leave some of their land, for the wildlife if the goverment pay the farmer.

Question 3

a.

i/ii Vast majority successfully answered the questions identifying fronts and pressure.

iii. Most candidates were able to describe the cold/ wet characteristics of the air mass. Many students wrote much more than was required. Some misread the question and gave characteristics of the tropical Maritime.

iv. This tested candidates to use their knowledge of depressions and use skill and understanding to apply it in an unusual situation. Some managed very well, but those used to automaton answers struggled.

b.

i. Well answered although some averaged the rainfall.

ii. Questions on range have been asked before, usually with poor results. There were many more correct answers this year.

iii. Well answered although some totaled the temperature.

iv. A very varied response to this question. Responses varied from descriptions of relief and frontal rainfall to the expected response on convectional rainfall. Many students wrote far more than the space allowed. There were many excellent answers focusing on the rapid evaporation of water due to intense summer heat.

c. Candidates successfully explained the adaptations for drip tips and buttress roots although a significant number thought that the drip tips were there to benefit the soil or other plants rather than the plant / leaf itself. A significant number failed to read the question or fully understand the purpose of needle shaped leaves – many referred to heat loss, photosynthesis and protection against animals.

d. Many candidates scored well on the case study question considering rainforest exploitation with the majority choosing Papua New Guinea or Ecuador. Explaining the causes of exploitation (why did they cut the forest down?) was the part they found hardest. Too many answers on The Amazon were very vague. Example 5 is an excellent answer and example 6 is a well written answer focussing on PNG. Both examples received full marks.

Example 5

(d) Choose a Tropical Rainforest area you have studied that has been exploited.

Chosen Tropical Rainforest area Huorani Territory, Eastern side of Andes

Describe and explain the causes and effects of exploitation in your chosen Tropical Rainforest area.

The Equadorian goverment was $12 billion in debt with a rising population so they desperatly needed money. Oil was found in Huorani tenitory in 1972, in 1971 they were extracting 3000 barells of oil, by 1988 this increased to 300 000. In the race to extract oil concern for the environm came last. In total the oil companies have spilt 18m gallon of oil harming the environment and Petro Equador have let 3000 barells of oil spill unto the river which is the Huoranis life source. Maxis oil built a 200km road via Alca destroying 30 000 hectares of forestland. Christian Missionari forced the Huorani to move to the protectorate and have a leader whom they then bribed to hand over all mining rights for an all expenses paid trip to America. Colonisers from the city also exploited the rainforest by cattle ranching and living cash crops. Because they had no knowledge of agriculture they cut down trees for cattle and overused them (land) leaving it them barren, unfertile and useless. They influenced the Huorani with money and brought disease. The huorani themselves then started to exploit the rainforest by captoring rare, wild animals and selling them on the black market.

Example 6

(d) Choose a Tropical Rainforest area you have studied that has been exploited.

Chosen Tropical Rainforest area Papua New Guinea

Describe and explain the causes and effects of exploitation in your chosen Tropical Rainforest area.

Papua New Guinea is on the Eastern half of the New Guinea Islands. In 1996, the Loui Oil Palm project, wanted to move the tribes at the Siesena Lagoon inland, to use their tribal lands to grow Palm oil. This was considered socially and environmentally unacceptable. The forest would be lost. Furthermore, rain would now wash the bare soil into the lagoon, causing sediment levels to rise. This will kill the fragile coral reef system and the prawn fishing ground. In 1993, Concord Pacific built a road 195km through Virgin forest, through tribal lands at Lake Murrey. The tribes were not consulted but given tobacco and promised that the road will help the area develop. The landowners were only paid 4, instead of 10 kina per cubic metre and local chain saw operators were only paid $35 kina per week. As a result, the LMROA (Lake Murrey Resource Owners Association) was formed and in 2003, they took Concord Pacific to Court and the logging stopped.

(5)

Question 4

a.

i. A high number of candidates failed to include any answer for the first part of this question. Those that read the question thoroughly mostly got it correct.

ii. Whilst many candidates got one or two types of moraine correctly identified, many more weren't able to get all three answers right. Terminal was often confused with ground.

iii. A varied response; some students described plucking and freeze thaw weathering rather than abrasion. Some students described the process accurately but did not name the process of erosion.

b. A large number of candidates were confused as to the meaning of permeable and impermeable and wrote the terms the wrong way round. Vast majority correctly identified the areas of slumping although quite a few were unsure how the beach would change, although a significant number realised that there would be a build up of the beach or a movement in the general direction of LSD.

c.

i/ii. Most candidates identified the correct tributary. Most correctly stated how the river would change although the weakest answer was for discharge (candidates did not fully understand this term).

iii. Some excellent answers were seen. Many candidates were able to describethe increase of velocity in terms of increased discharge due to tributaries and less friction due to the increase in width and depth of the channel.

d. Many candidates were able to access 4 marks for this question as they included both named processes and one or more statements which acted to explain sequence. A minority included definition of process(es) to get into level 3 and when this did happen, the full sequence was sometimes too weak to receive full marks.

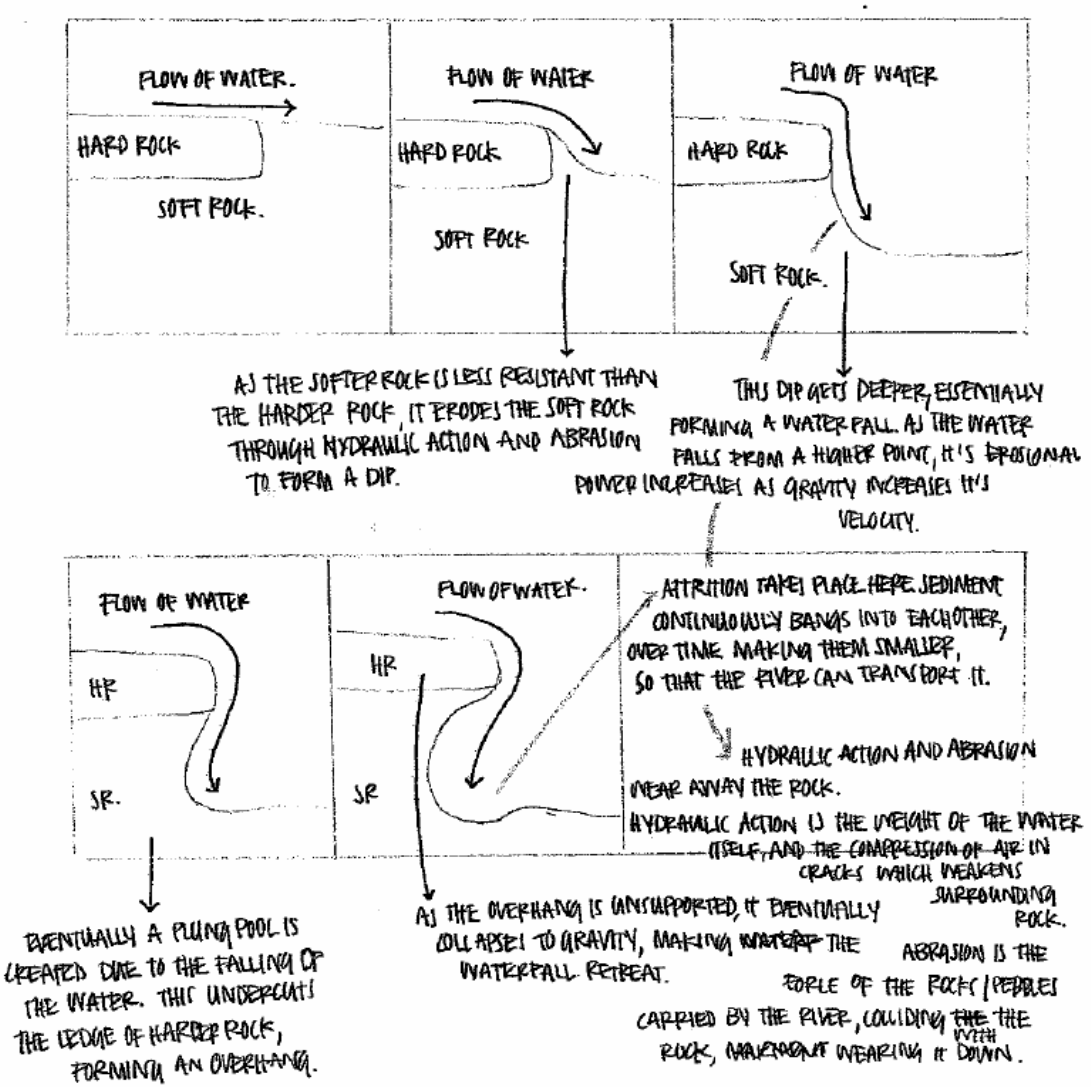
Some adventurous candidates chose glacial waterfalls; the mark scheme applied equally well to this.

A worrying number of cliffs and coastal erosion answers appeared showing considerable confusion on the part of some candidates.

Example 7 is an example of a good answer using a sequence of diagrams. Example 8 also gains full marks but just uses one diagram.

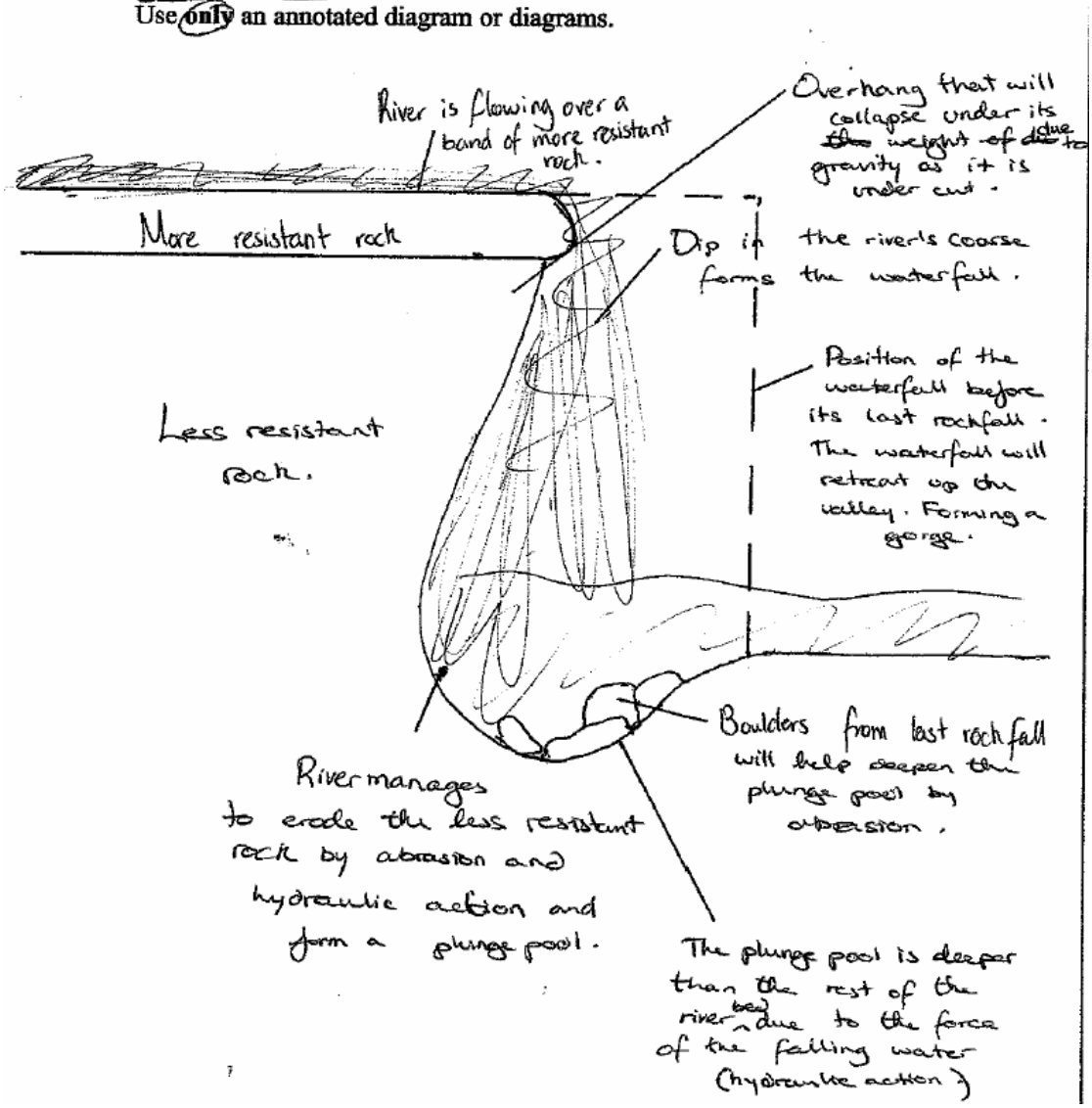
Example 7

(d) Describe and explain how a waterfall is formed.
Use **only** an annotated diagram or diagrams.



Example 8

(d) Describe and explain how a waterfall is formed.
Use only an annotated diagram or diagrams.



Unit 1312 Paper 4H
Unit 3320 Paper 2H

General comments

- On the whole the candidates performed well on this paper however as always there were some questions which the candidates found more challenging than others. However, there appeared to be one challenging item on each of the questions therefore the overall degree of difficulty was maintained.
- The standard of the case study answers continues to improve and many candidates scored high level 2 and level 3 answers.
- The use of choropleth shading was well received which was very pleasing as it is not a technique which has been used before.
- Case study questions were answered with considerable accuracy and many excellent answers were seen.
- There was still a tendency even at this tier to confuse LEDC and MEDC examples on the case study questions.

Question Specific Comments

Question 1

1ai This question scored well with the majority of the candidates providing 2 pieces of evidence. Most were able to recognise beach replenishment

1aii This was more challenging. A number of candidates were unable to name soft engineering techniques or to describe their advantages and disadvantages.

1aiii Well answered candidates displayed a clear understanding of the purpose of groynes.

1aiv Very well answered.

1av Extremely well answered although some candidates failed to actually relate the discussion to actual groups.

1bi, ii Both parts were received well by the majority of the candidates.

1biii The majority of the candidates on this tier were able to answer the question using excellent case study information. Good answers were seen on Donana and some excellent responses on Ecuador. There were some who did not seem to have a particular case study to write about; this was the item which the candidates found the most challenging on question 1.

1c On the whole very well received with candidates reading the question accurately and attempting all parts. Excellent recall was seen on the causes and effects of the flood. The candidates who lost marks did so because of their lack of explanation as is shown in example 1. This has excellent case study detail but does not explain the points and therefore is limited to a mark of 5.

Example 2 shows what was expected to achieve full marks in this question.

EXAMPLE 1

Leave blank

(c) Choose a case study of a river flood you have studied.

Chosen river flood ..... Missipi .....

Describe the physical and human causes of the flood

and

explain the effects of the flood.

The states of Kansas, Dakota and North Dakota recieved more than double their usual rainfall. In the state of Dakota, 160mm of rainfall fell from the 14th to the 5th of July. Over 80% of the wetlands in this area have been built on, this causes a greater run-off and for water to reach the river valley at a greater speed, 1250 kilometres of the channel in the upper valley had been straightened which leads to water reaching the lower valley quicker.

32 people were killed and over 30,000 people had to be evacuated at the time of the flood. The flood caused $10 billion damage to property during the time of the flood and corn production went down 10%. Barge owners lost $1million a day

M 3 1 2 1 4 A 0 7 2 8

EXAMPLE 2

Leave blank

(c) Choose a case study of a river flood you have studied.

Chosen river flood Mississippi 1993 river flood

Describe the physical and human causes of the flood

and

explain the effects of the flood.

The physical causes of the flood are that in 1993 from January to June, North Dakota, Iowa and Kansas received double their annual rainfall. On the 4th and 5th of July, some parts of Southern Iowa received 160 mm of rainfall which is 150% of their average July total. The ground was saturated from the spring rain and couldn't handle the summer rain. The rain was frontal rainfall and because there was a high pressure weather system they were unable to move and hence brought thunderstorms. The human ~~effect~~ cause are that the channel had been straightened along 1750 km meaning water reached the lower reaches quicker. Also the ~~80~~ 80% of the wetlands have been drained since the 1940's which mean that they couldn't absorb water so there was more run off into the river. Also, flood plains has been urbanised. The effects of the flood ~~were~~ that flooded parts of 9 states, were that 32 people were killed

M 3 1 2 1 4 A 0 7 2 8

QUESTION 2

2ai Well answered.

2aii A surprising number of candidates got this wrong by not reading the question properly and giving 13 as the answer which is the total number of volcanoes shown on the figure.

2aiii On the whole well answered although some candidates did not read the question properly and gave volcanoes as one of their characteristics.

2aiv Very well received.

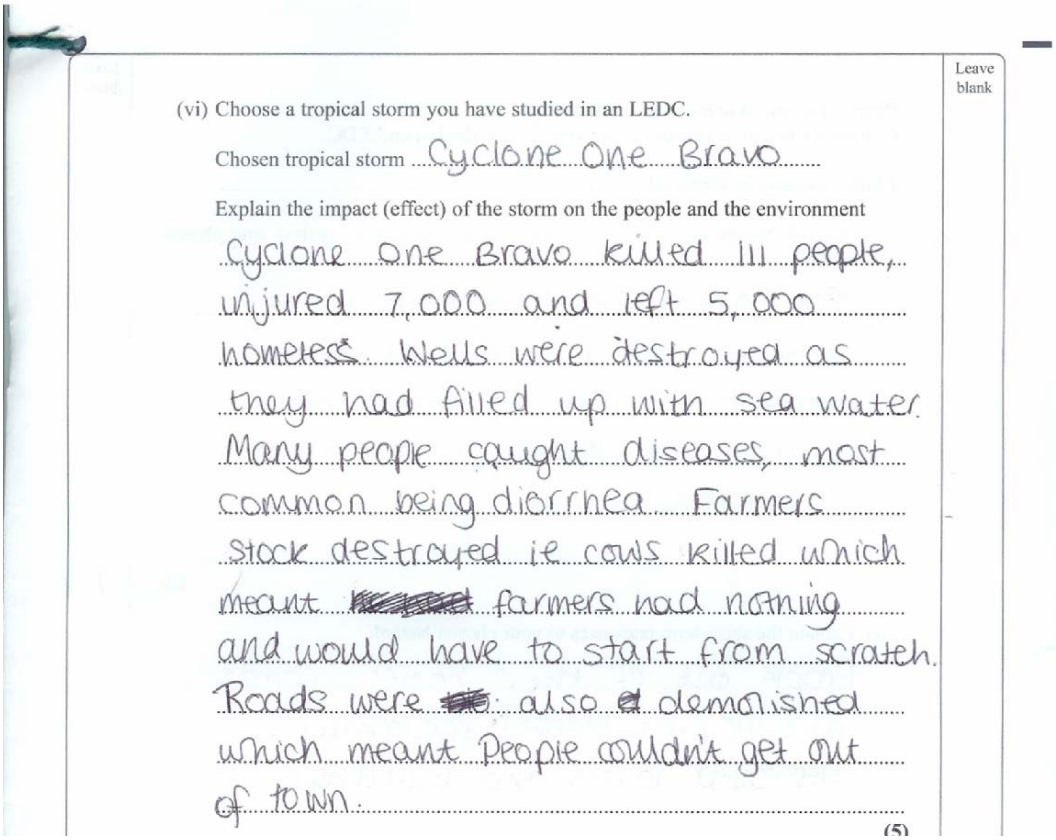
2bi Well answered.

2bii Well answered.

2biii Candidates were required to describe the differences between two storm areas. A few of the candidates discussed the differences between the wrong areas. The majority of the candidates discussed the differences between the correct areas but did not include data.

2biv Very well received by the candidates.

2bv The candidates scored well on this question and the mean was the highest for all the 5 mark questions on the paper. Example 3 shows a candidate who provided specific information and explanation of the effects and therefore achieved full marks.



Leave blank

(vi) Choose a tropical storm you have studied in an LEDC.

Chosen tropical storm Cyclone One Bravo

Explain the impact (effect) of the storm on the people and the environment

Cyclone One Bravo killed 111 people, injured 7,000 and left 5,000 homeless. Wells were destroyed as they had filled up with sea water. Many people caught diseases, most common being diorrhea. Farmers stock destroyed ie cows killed which meant farmers had nothing and would have to start from scratch. Roads were also demonished which meant People couldn't get out of town.

(5)

2c The first part of this question referred to hazards rather than the case study therefore candidates could achieve marks by writing about any precautions and protection for their type of hazard whether they occurred for their particular case study or not. This was the most challenging item on this question and consequently the mean for this 8 mark question is lower than the other 8 mark questions. The second part of the question was about responses. The first time this question appeared many candidates simply wrote about effects this was less common this year although there were still examples of this seen.

Example 4 shows an example of a candidate who easily reaches level 3 with a detailed and well explained answer. Example 5 while answering the question does not include any case study information or well detailed precautions or predictions and therefore remains in level 1

Example 4

Leave blank

(c) People respond to hazards in different ways.
Choose a volcano or an earthquake you have studied in an LEDC.

Chosen volcano or earthquake ..... Mount Pinatubo, Philippines .....

1 Describe the measures to predict and to take precautions against your chosen hazard

and

2 3

& explain the short-term responses and the long-term recovery to your chosen hazard.

The ~~Philippine~~ Philipine Institute of Volcanology and Seismology (PHIVOLCS) were called in when there were early signs of eruptions. They then set up portable seismographs and monitored sulphur dioxide levels.

The ~~US~~ United States Geological Survey team ~~was~~ was also drafted in, and ~~set up~~ set up 7 seismometers at Clark air base. This was to measure any shock waves.

Both ~~People~~ PHIVOLCS and the US Geological Survey team set up an alert system, whereby they would notify the population of an impending eruption.

As signs of the eruption became apparent they ~~all~~ evacuated 5,000 people in a 10km radius. As the situation worsened, they announced ~~on~~ ~~till~~ ~~the~~ Alert level 5 (eruption in progress), and increased the evacuation radius to 30km. A total of ~~8~~ 58,000 people were evacuated.

14

Example 5

(c) People respond to hazards in different ways.
Choose a volcano or an earthquake you have studied in an LEDC.

1995 - 1997. Chances Peak. Monserrat

Chosen volcano or earthquake Monserrat, Chances Peak

Describe the measures to predict and to take precautions against your chosen hazard

and

explain the short-term responses and the long-term recovery to your chosen hazard.

Monserrat is an island located in the carribean. Chances Peak is an volcano ~~located~~ situated in the LEDC. In 1995, 1996 and 1997 Chances Peak experienced eruptions that caused problems for Monserrat. The volcano still erupts to this day but on a much smaller scale, inspite of this the volcano is still monitored and has precautions and responses in place incase it was to occur again.

Ways in which people can predict and monitor if a it was to erupt again are measures such as rising hot magma to the surface and a temperature increase, these are both signs of a possible eruption.

Leave blank

M 3 1 2 1 4 A 0 1 4 2 8

*and precautions

When the 1995 ~~1991~~ to 1997 eruptions occured responces* were put into place as many people were affected and were at risk from being effected again. MEDC's and the Monserrat government put alot of money into mending the affected ~~areas~~ families and areas. As soon as a volcano eruption is predicted People in the danger zones are evacuated from the area and put into tempory homing. Charities such as the red cross also help the people in need with supplies of food and clean water and they also help by setting up things such as tempory housing and schools.

(8)

(Total 30 marks)

Question 3

3ai Very well received.

3aii Very well received.

3aiii The majority of the candidates were able to describe the patterns on figure 3a. Most included data in their answers.

3aiv This was extremely well received by the majority of candidates with the mean being between 3 and 4 marks. This is clearly well taught by centres and understood by the candidates.

3bi This question performed much better than those in recent years on this topic with the majority of candidates scoring between 2 and 3 marks.

3bii Very well received.

3biii There were very few candidates who did not have an understanding of the multiplier effect and many were able to achieve full marks on this question which was very pleasing.

3biv This was the most challenging item on question 3. The candidates are still finding the concept of sustainable tourism difficult to grasp and this is reflected in their answers. A number of candidates wrote about tourist attractions for example in Blackpool, Brighton and Ayia Napa. There were also more cases of the wrong state of development on this question than any other with a significant number of candidates writing about the Maldives.

3c Many very good answers were seen to this question. If candidates made errors it was in writing specific detail that was not requested by the question which simply wasted their time and did not deter them from achieving the highest levels. Example 6 is an excellent level 3 answer on Machu Picchu.

Example 6

Leave blank

(c) Coastal and mountain areas in LEDCs have been affected by tourism developments.

Choose a coastal or mountain area in an LEDC

Chosen coastal or mountain area Machu Picchu, Peru

Describe the physical attractions of the area

and

explain the negative social and negative environmental effects of tourism in the area.

The physical attraction of the area ~~the~~ is a hot climate of about 23°c in November, December January and 9°c in June, July and August. The area is in the andean mountains so there is very attractive scenery that varies from glacier topped mountains to rich river valleys. There is also a number of environments, sub tropical in the lower reaches, grassland and bare slopes 40,50m above sea level. There are also forests of cedar and laurel trees. There are many decidotane plants including 90 species of orchids which, in fact, made the area famous. There are also several rare animal species including the puma, Andean fox, river otter and 300+ species of bird. The negative social effects of tourism are that the porters are often treated badly by the tour companies and are often made to

20

Question 4

4ai Very well received.

4aii Very well received.

4aiii The majority of the candidates were able to describe the patterns on figure 4a. Most included data in their answers.

4aiv The majority of the candidates were able to discuss push and pull factors relating to rural to urban migration but did not discuss any other reasons for the rapid urbanisation in LEDCs.

4bi A number of candidates did not give correct examples which was rather surprising as the information was given in figure 4b.

4bii This question achieved a much higher mean than previous questions set on this topic with the majority of candidates displaying a good understanding of the terminology.

4biii Well received by the candidates

4biv The majority of the candidates were able to discuss changes to the city but it was clear that a number of these were not on the city edge but were indeed CBD or inner city changes. Therefore their marks were restricted. This item was the most challenging on question 4. Those candidates who had learned the correct case study information were able to score highly as is shown in example 7.

Example 7

(iv) Changes occur on the edge of urban areas.
Choose an urban area that you have studied in an MEDC.

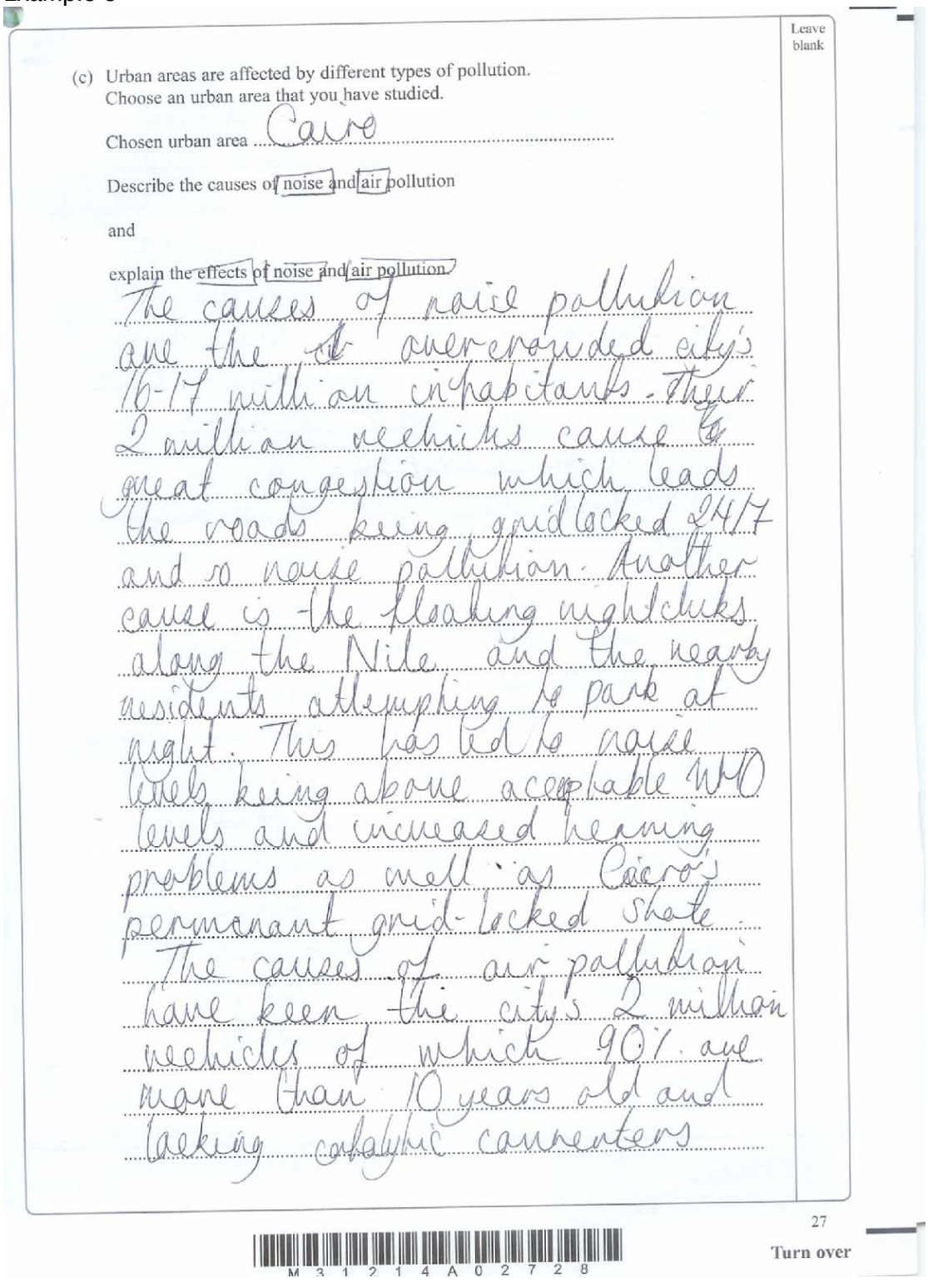
Chosen urban area ..... Swindon .....

Explain the changes that have occurred or are occurring on the edge of your chosen urban area.

New buildings are being built, for example Bryant homes is planning to build 4,500 new houses on a 716 hectare site between the M4, Junction 16 and croft road, ~~the~~ in the Swindon Southern Development area. There will be 1000 park and ride spaces at the western end ~~and~~ and new shops and other facilities will be built. This is an example of infill development and it happens because Swindon has no greenbelt to protect its greenfield sites. Other changes include new landfills that have had to be set up to cater for the cities growing population, there are now 6 landfill sites within a 40km radius of the town. These are smelly, destroy the environment and toxic leachates may damage the water in the local area which effects the whole environment.
Other changes include redevelopment of the Great western hospital, this was set up because the old princess margret hospital couldn't cope with the new large population. The new hospital was started in 1999 and was completed in December 2003. Its another example of redevelopment destroying the outer city. (It's on a 32 acre site)
There is also development such as the 'cotswold' wildlife park to encourage tourism to the area and to cater for the population. (5)

4d The most common case study was Cairo. Some excellent answers were seen with all parts of the question dealt with. It was a pleasure to read some of the answers such as example 8. Example 9 is an example of a candidate who understands the question but does not include any case study specific information and therefore remains in level 1.

Example 8



Leave blank

(c) Urban areas are affected by different types of pollution.
Choose an urban area that you have studied.

Chosen urban area ... Cairo ...

Describe the causes of noise and air pollution

and

explain the effects of noise and air pollution.

The causes of noise pollution are the overcrowded city's 16-17 million inhabitants. Their 2 million vechicles cause to great congestion which leads the roads being gridlocked 24/7 and so noise pollution. Another cause is the floating nightclubs along the Nile and the nearby residents attempting to park at night. This has led to noise levels being above acceptable WHO levels and increased hearing problems as well as Cairo's permenant grid-locked state.
The causes of air pollution have been the city's 2 million vechicles of which 90% are more than 10 years old and lacking catalytic convertors

27

Turn over

which adds to the more than permissable levels of suspended particulate matter and lead. Other causes are sand blown in from the nearby Sahara and the many factories like in Shoubra where they have been built to Russian or Czeh design with little or no pollution control.

The high amounts of suspended particulate matter, are taken down deeply into the lungs causing breathing problems like asthma. The high levels of lead (2-3 times higher than permissable) have led to infertility, high blood pressure, kidney problems and a decrease in children's IQ levels. Air pollution is additionally the cause of 10,000 to 25,000 deaths a year.

Example 9

Leave blank

(c) Urban areas are affected by different types of pollution.
Choose an urban area that you have studied.

Chosen urban area ..... Cairo .....

Describe the causes of noise and air pollution

and

explain the effects of noise and air pollution.

air pollution: caused by factories, cars and boats as the use harmful fuel and emit harmful fumes aka. the cars use unleaded petrol and therefore fumes are released causing smog in the area. the effects are that the area is unclean, children have a lower IQ and suffer from nervous system diseases. The air pollution also makes it harder for people to survive in the area as it is poisonous. noise pollution is caused by informal industry- people shouting, traffic congestion, boats and night clubs, they all raise the levels of noise pollution and make it harder for the area to attract industry.

The cars congested are always
bibbing and this is incredibly
noisy along with the old
cargo ships which cause serious
pollution as they also dump
waste. The nightclubs are
loud and cars block eachother
in making the area
unpleasant and overcrowded
Informal industry is now being
discouraged by the government
as it makes people
unattracted to the area and
it also makes the area
noisy. All these factors add
a constant hum to the area
and make it unattractive, they
are all push factors which can
be seen as good as its overcrowded
The noise and air pollution are
also having damaging effects to the
people like causing diseases and
health problems which handicap
them for their future lives

(8)

(Total 30 marks)

Unit 1312 Paper 05
Unit 3320 Paper 03

In general, the moderators detected an improvement in the standard of coursework in 2008. Some commended the originality of studies and also the diversity of approaches to work seen this year. Furthermore, most topics chosen were appropriate to the Specifications, although two moderators commented that work based around the topic of re-cycling rubbish was inappropriate, since it lacked the rigour necessary to allow students to score well on the marking criteria. The most popular topics which differentiated well between candidates tended to be CBD studies or physical studies of rivers and coasts. Coastal management studies often lacked a true thread of logic and it was very difficult for candidates to collect data relevant to the stated aims or hypotheses.

Where teachers had set up well-structured studies for their students and had created the opportunities for them to gather different sets of data related to the aims, candidates performed well. It is vital for teachers to give guidance to students for them to complete coherent studies. A sound structure at the outset is the best determiner of purposeful data collection, meaningful data presentation and clear analysis, synthesis and evaluation.

Introductions were generally sound and most gained at least Level 2 marks on Criterion 2. Most candidates had included a map but there was still a reluctance to annotate the map, to show where the work had been carried out. Many candidates had used ICT to produce their location maps.

Some candidates had included far too much extraneous material from textbooks and other sources in their introductions which in no way enhanced the work and in many cases detracted from its overall coherence. A number of students had not made clear the sequence of work to be carried out. This was especially true (although not exclusively so) of centres using the old-style ICRS form.

Most candidates had included a discreet section on data collection. Candidates with weaker literacy skills had certainly benefited from using a methodology grid to structure writing about their data collection and usually this facilitated their reaching Level 2 on Criterion 2. However, students from some centres seemed to rely exclusively on this which tended to limit the marks of more able candidates to top Level 2 marks at best. Training offered by Edexcel on this issue had clearly solved this problem for a number of centres. It is vital that more able candidates use an expandable grid to facilitate extended explanation of methods. Students are advised to write about their methods as well, but not to repeat what has been said in the table.

There was some good use of annotated photographs in some methodology sections which showed and explained how and why particular equipment and methods had been used. Some candidates struggled to explain why they were collecting particular data when they had not had sufficient guidance, to collect data appropriate to address their aims. One example was where the focus of the studies was coastal management, yet candidates had been guided to collect data on pebble roundness. This did not help them to address their aims at all.

Fewer candidates this year relied on just one questionnaire for data collection. Most centres had given candidates ample opportunities to collect several sets of data. Some students had included secondary data but in most cases it was not made clear why this particular data was useful to the enquiry.

There was the greatest variation across the entry in the marks for data presentation (Criterion 3). Many candidates had used ICT very well, to construct sophisticated and appropriate graphs, maps and diagrams, warranting Level 3 marks. In a substantial number of cases, however, there was a lack of variety of presentation methods. There was an over-reliance on bar graphs and pie charts and the scales of graphs in general were wrong or had been omitted. Inappropriate line graphs, to represent discrete data, were once again in evidence as were graphs without dedicated legends (Series 1 etc). Where students could not use colour printing for their data presentation, graphs sometimes lacked clarity and made it difficult for them to analyse their data. Some excellent photographs had been included in the data presentation of some candidates. In only a few cases were such photographs annotated in an explanatory way.

Overall, there still seems to be a reluctance to actually locate work and to locate results on maps, even though this is a geography examination. Techniques such as located bars, isolines and flow maps are all higher level presentation skills which would earn Level 3 marks on Criterion 3.

Analyses were of variable quality. However, where centres had facilitated a well-structured study to be set up, weaker candidates could access Level 2 marks, since they were at least able to describe their data and to make some comments about it related to their aims. More able candidates had cross-referenced well between different sets of data and showed the potential to analyse, synthesise and evaluate their findings.

However, even the most able students really struggled to demonstrate such high order skills when the centre had set up open ended studies where the data collected had little or no relevance to the stated aims of the work. It is also important that students realise that subjectivity is not intrinsically wrong but that it should be encouraged and then complemented by comments about actual data.

Evaluations were still far too frequently limited to the perceived limitations of physically collecting data rather than about the validity or reliability of the findings.

Overall, it was felt that there had been an improvement in the coherence of studies this year. The use of ICT had also improved across the entry, with few centres offering no opportunities for using ICT at all. However, there is still a reluctance of students to use the spell-check facility for their written accounts across the ability range.

The use of residential study centres has not been so evident this year. However, in a few cases, the studies based on such centres lacked clarity and structure because schools relied on centre staff to structure the work. Where they had been planned and carried out by the teachers in charge of the party, such studies met the assessment criteria well.

Some studies lacked pagination although many had a bibliography and a contents page. Teachers should remind students how useful page numbers can be when cross-referencing between different sets of data. Use of pagination could facilitate improved marks on Criteria 4 and 5.

The standard of administration was very variable this year and caused moderators to have to spend hours chasing correct information from centres. There were numerous arithmetic errors on ICRS forms, very many transcript errors on to OPTEMS and in far too many cases, candidate numbers and names had not been written on ICRS forms and the work. It really is vital that this issue is addressed if candidates are to be awarded the marks they have earned and not those of another candidate. The work of one centre had to be returned as it was impossible to detect whose work was whose.

About 10% of centres are still using the old-style ICRS form. It is vital that the current one is used, to ensure that the marking criteria are correctly applied. Whilst it is true that most centres still marked their work, as advised, by using the Specification document, it was clear that a few had incorrectly marked pupils' work as a direct result of using the old form.

Cross-moderation within centres had clearly not taken place in a few cases although fewer centres had to send a second sample this year for this reason than in previous cohorts.

Some centres still persist in using plastic page liners and heavy ring binders. Simple card covers and treasury tags represent much more sensible presentation and are light to handle.

Authentication of work by candidates was much more widespread this year. Centres had made an effort to include the work of the highest and lowest scoring candidates in their samples in the main, thank you.

I would like to congratulate centres on a year of generally good or excellent coursework which was a joy to moderate, even after the few negative points made above have been taken into account. Teachers have worked very hard to structure meaningful work for their students to complete.

1312 Statistics
Mark Ranges and Award of Grades

1312 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Overall Subject Grade Boundaries	100	63	54	45	37	29

Paper 1F

Grade	Max. Mark	C	F
1F Raw Mark Boundaries	80	52	34

Paper 2F

Grade	Max. Mark	C	F
2F Raw Mark Boundaries	60	41	24

1312 Higher Tier

Grade	Max. Mark	A*	A	B	C	D	E
Overall Subject Grade Boundaries	100	79	71	63	55	43	37

Paper 3H

Grade	Max. Mark	A	C	D
3H Raw Mark Boundaries	80	58	45	35

Paper 4H

Grade	Max. Mark	A	C	D
4H Raw Mark Boundaries	60	42	30	23

Coursework

Grade	Max. Mark	A	C	D	F
Coursework Raw Mark Boundaries	63	45	36	29	16

3320 Statistics
Mark Ranges and Award of Grades

3320 Foundation Tier

Grade	Max. Mark	C	D	E	F	G
Overall Subject Grade Boundaries	100	59	50	41	33	25

Paper 1F

Grade	Max. Mark	C	F
1F Raw Mark Boundaries	90	54	32

3320 Higher Tier

Grade	Max. Mark	A*	A	B	C	D	E
Overall Subject Grade Boundaries	100	71	65	59	53	38	30

Paper 2H

Grade	Max. Mark	A	C	D
2H Raw Mark Boundaries	90	56	47	32

Coursework

Grade	Max. Mark	A	C	D	F
Coursework Raw Mark Boundaries	63	45	36	29	16

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Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

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